



UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

Teacher's Name: Alison Hutchins **Lesson #:** 2 **Facet:** Empathy **Grade Level:** 9-10 **Numbers of Days:** 2
Topic: English

PART I:

Objectives

Students will understand that literature that seems as if such as William Shakespeare's Romeo and Juliet, has themes and characters that are relevant and relatable to life today.

Students will know the names of all of the important characters (Romeo, Juliet, Lady and Lord Capulet, Lady and Lord Montague, Mercutio, Nurse, Tybalt, Benvolio, the Prince, Friar Lawrence, Rosaline, etc), they will have a base understanding of characterization, character traits, and their possible effect on the story.

Students will be able to assume the role of a character to more deeply understand all of the characters in the play, and their parts in the events of the story.

Product: Blogs (Ongoing)

Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment Common Core State Standards

Content Area: English

Grade Level: Grade 9-10

Domain: Reading - Literature

Cluster: Key Ideas and Details

Standard #3: Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.

Rationale:

I will be focusing in this lesson on creating a base for students to begin to explore the complex characters in the piece. They will also be learning to understand how these character relationships effect the events of the story.

Assessments

Pre-Assessment: (Lesson 1 only)

Formative (Assessment for Learning)

Section I – checking for understanding during instruction

Students will be given a quick write to flesh out what they understand about the character relationships in *Romeo and Juliet*. I will review their responses and clarify any confusion.

Section II – timely feedback for products (self, peer, teacher)

Students will be given a checklist to self assess their character blogs, students will be paired into editing buddies to peer assess their blogs, also using the checklist. I will use the same checklist to assess their blogs, giving them specific notes on where they are shining and how they could improve.

Summative (Assessment of Learning):

Blog: Blog as the character throughout the unit, after this lesson students will begin this unit long assessment.

Integration

Technology:

Students will be blogging as a character from the play; they will respond as this character after each reading, incorporating visual media.

Content Areas:

History: Students will be learning a lot about the era in which *Romeo and Juliet* lived, continuing in this lesson by learning how social structures effected the character's personalities (especially in regards to love and loyalty).

Music: Italian renaissance music will be played during the "family conference" the tone of the music will decide the tone of their conversation

Groupings

Section I - Graphic Organizer & Cooperative Learning used during instruction

I am giving students the "idea rake" as a way to sort out the characters by family and alliance. For the cooperative learning piece, the students will be split in two to pull together an argument for their case against the opposing family. Each family will be half male, half female as evenly as possible.

Section II – Groups and Roles for Product

Students will be paired together for the unit to evaluate each others, the pairs will be done using value lines, where students will line up in order of how much they feel they know about *Romeo and Juliet* before the lesson. They will have the role of peer editors for each other throughout the unit for each others blog.

Differentiated Instruction

MI Strategies

(Verbal): Students will explain their problems and concerns to the opposing family, after already discussing it with their own family. **(Visual):** The graphic organizer will help them visually map out the characters and where their alliances lie.

(Kinesthetic): Students will be separated into Montagues and Capulets, characterized by an article of clothing given of one of two colors. The students will move amongst their kinsmen to discuss as a family why they hate the other (there is no reason given in the play) and how they are going to react if Romeo and Juliet marry.

(Musical): Italian renaissance music will be played during the "family conference." the tone of the music will decide the tone of their conversation. If the music is has a victorious, for example, they will be particularly triumphant about their stance, if it is sad, they will be worrying about what the consequences of their stances could be.

(Logical): Students will be developing logical reasons to explain the unexplained rivalry between the Montagues and the Capulets.

(Interpersonal): The family conferences will allow the interpersonal students to bounce thoughts off of other students and discuss their ideas.

(Intrapersonal): Graphic organizers will be done individually, and give these students time to think about why these families would despise each other so much.

(Naturalist): Require that the students include some aspect of a land feud, as this would have been a common dispute during the time.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students:

The notes from the lesson will be available in the class wiki, the worksheets and handouts will be available in the back of the room.

Extensions

Type II technology:

Students will be blogging as a character from the play; they will respond as this character after each reading, incorporating visual media.

Gifted Students:

Gifted students will be given characters that it will be more challenging to blog from the perspective of, such as characters with smaller roles, characters with complex relationships to the situation, or characters that die fairly early on.

Materials, Resources and Technology

List all the items you need for the lesson.

Laptops

Colored handkerchiefs

Markers

Butcher paper

Projector

Graphic Organizer

Source for Lesson Plan and Research

List all URL and describe.

blogspot.com -Students will set up their blog account.

<http://www.eduplace.com/graphicorganizer/pdf/idearake.pdf> -The family graphic organizer. <http://www.sparknotes.com/shakespeare/romeojuliet/characters.html> -Character descriptions. http://en.wikipedia.org/wiki/Characters_in_Romeo_and_Juliet -Character descriptions. <http://www.shakespeare-online.com/plays/characters/capuletsbio.html> -Character biographies. http://www.youtube.com/watch?v=8xg3vE8Ie_E - "Love Story" -Taylor Swift <http://www.youtube.com/watch?v=5CUyWJ7UINM-> "Check Yes, Juliet" -We The Kings

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)

Classroom arrangement: The room will be arranged into four sets of four desks, with room on the outer corners of the room for the families to get together and converse.

Day One:

- *Hook: 1st Verse and chorus of music videos for Taylor Swift's "Love Story" and We The Kings' "Check Yes Juliet" and discussion of how they portray the characters and their feelings for each other very differently. (15 minutes)*
- *Graphic organizer and class discussion: Idea rake, discuss separation of characters into family allegiances, parallels between characters. (20 minutes)*
- *Defining main characters: What characteristics define Romeo? Juliet? How about their parents? Based on what we learned about society yesterday, and about courtly love in the previous lesson, how does that effect how they'll view the romance, regardless of the feud? How do Mercutio and Benvolio feel about it? (20 minutes)*
- *Blogs: Students will be assigned their blog characters and set up their accounts. They will then stand and make a "value line" on how much they know about blogger, I will fold the line and students will teach each other and explore the different things they can do with the site (adding video/image/sound, widgets, etc.) (25 minutes)*

Day Two:

- *Blog buddies: Students will sit down with their blog-buddies at the beginning of class, and will be using the checklists to assess and discuss them. (20 minutes)*
- *Family conferences: Class is broken in half, as evenly gendered as possible, and self assign the main characters in each family (Lord/Lady, a lover, a cousin, a friendly bystander, etc. The remaining students will be assorted cousins.) They will discuss what could have started the feud amongst themselves, then will be asked how they would feel if their child married the enemy. They will be asked to explore this from a vast manner of perspectives (betrayed, empathetic, worried, etc.). (20 minutes)*
- *Family discussions: Students will piece together a reasonable argument against the union of their families, incorporating the created reasons for their mutual hatred. The direction or emotion of the conversation will be decided by the mood of the music of the era that I will be playing. (20 minutes)*
- *Arguments: Students will speak to their opposing family, explaining their side of the feud, and finding ways to remedy the damage they've done to each other. They will then discuss their feelings on the union of their children. (20 minutes)*

(Create an outline. -- Day 1: 80 minutes. How many minutes will it take to do each piece? script the day)

After this lesson, students will understand the importance of characterization in *Romeo and Juliet*, as they will have the opportunity to approach the situations in the story from the perspective of their character, and will be able to converse with their pairs, who are doing the same. This opportunity to step into another's shoes, and to solve a problem from this strangers perspective is an a great tool for a person to develop.

Where, Why, What, Hook MI Tailor's: Verbal, Logical, Visual, Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist

Students will know how to explore the characters in *Romeo and Juliet*. They will develop a basic understanding of the nature of the feud between the Capulets and the Montagues, and will begin to understand how their feelings will effect the course of the play. They will have a base understanding of characterization after this lesson that will continue to grow throughout the unit. They will also know the names, alliances, and stories of all of the important characters (Romeo, Juliet, Lord and Lady Montague, Lord and Lady Capulet, Benvolio, Tybalt, Mercutio, Nurse, etc.)

Equip, Explore, Rethink, and MI Tailor's: Verbal, Logical, Visual, Interpersonal, and Intrapersonal.

Students will be able to assume the role of a character to more deeply understand all of the characters in the play. They will do this both by taking the family roles and discussing their characters' feelings about the opposing family, and the possibility of the union of their children, and by blogging as an assigned character. They will be welcome to explore the possibilities of the blogger site, and they can explore each other's blogs to get ideas on design, widgets, etc. They will also have a great opportunity to work amongst their peers, and discuss the characters on a deeper level, they will begin to understand where these characters are coming from and how their feeling might effect the story.

Explore, Experience, Rethink, Revise, Refine, and MI Tailor's: Verbal, Logical, Visual, Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist.

Students will be paired up with a member of their opposing family in order to peer-assess blogs. They will be given checklists for each reading assignment and have time to sit together and discuss what the other student has written. The checklists will then be given to me, and I will fill out my own and return both to the student as timely feedback. These assignments will give me a way to make sure the students are doing the reading, as well as giving them a way to closely analyze the plot of the story and character development, which is important in all future lessons.

Evaluate, Tailors: Intrapersonal, verbal

Content Notes

Students will know.....

The Capulet family, and the Montague family are in an age-old feud, one with no memorable beginning or conceivable end.

Students will know the names of all of the important characters (Romeo, Juliet, Lady and Lord Capulet, Lady and Lord Montague, Mercutio, Nurse, Tybald, Benvolio, the Prince, Friar Lawrence, Rosaline, etc), they will have a base understanding of characterization, character traits, and their possible effect on the story.

Handouts

Idea rake graphic organizer.

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Clipboard: Clipboard students will appreciate the opportunity to hash out a logical and reasonable argument against their opposing family.

Microscope: The microscope student will enjoy being able to really analyze this complex feud and find reasons for it through that analyzation of characters.

Puppy: The puppy student will appreciate being able to talk about the feelings of the characters to discover how they will approach the situations in the story, and how they feel about the past. They will also enjoy the opportunity to work with their classmates and voice their opinion in a comfortable environment.

Beach Ball: The beach ball student will love the open ended aspect of the group work, being able to create any type of reasoning for the feud they can imagine, as long as it fits with their characters.

Rationale: The group work especially will provide opportunities for all of these learning styles to become engaged. The different aspects of it will give them all opportunities to feel comfortable and excited with what they are learning about the characters.

Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Formative:

Students will be given a quick write to flesh out what they understand about the character relationships in *Romeo and Juliet*. I will review their responses and clarify any confusion.

Summative:

Blog: Blog as the character throughout the unit, after this lesson students will begin this unit long assessment.

Rationale: These assessments will both provide students ways to explore the learning, and watch themselves progress. It will also give me ways to check their understanding of the material and give them help with what they do not understand and ways to improve.

Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Content Knowledge: Students will begin to understand character relationships and development. They will learn the names of all characters in the play.

MLR or CCSS:

Common Core State Standards

Content Area: English

Grade Level: Grade 9-10

Domain: Reading - Literature

Cluster: Key Ideas and Details

Standard #3: Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.

Facet: Empathy.

Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

ML Strategies:

(Verbal): Students will explain their problems and concerns to the opposing family, after already discussing it with their own family.

(Visual): The graphic organizer will help them visually map out the characters and where their alliances lie.

(Kinesthetic): Students will be separated into Montagues and Capulets, characterized by an article of clothing given of one of two colors. The students will discuss as a family why they hate the other (there is no reason in the story) and how they are going to react if Romeo and Juliet marry.

(Musical): Italian renaissance music will be played during the "family conference" the tone of the music will decide the tone of their conversation. If the music is has a victorious, for example, they will be particularly triumphant about their stance, if it is sad, they will be worrying about the fates of their children.

(Logical): Students will be developing logical reasons to explain the unexplained rivalry between the Montagues and the Capulets.

(Interpersonal): The family conferences will allow the interpersonal students to bounce thoughts off of other students and discuss their ideas.

(Intrapersonal): Graphic organizers will be done individually, and give these students time to think about why these families would despise each other so much.

(Naturalist): Require that the students include some aspect of a land feud, as this would have been a common dispute during the time.

Type II Technology: Students will be blogging as a character from the play; they will respond as this character after each reading, incorporating visual media.

Rationale:

This lesson incorporates all of the MI's. The technology becomes type two by the students requirement to incorporate visual, digital media into their blogs.

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale: Students will use fictional families and people to explore the possible causes of their feud, and find real-world solutions. They will continue this in their blogs, where they will use their words, experiences, and digital media to express the feelings and ideas of their assigned character.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale: This assignment incorporates all learning styles, the blogs also allows students strong in visual or musical intelligence to incorporate art or music into their understanding of the piece.